

**Essential Standards: Week March 30 (*Standards Reviewed in Packet 1*)**

<b>Reading</b>	<ul style="list-style-type: none"> <li>1.5 The student will apply phonetic principles to read and spell.               <ul style="list-style-type: none"> <li>f) Use word patterns to decode unfamiliar words</li> <li>h) Read and spell commonly used sight words</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Engage in writing as a process (identify topic, use organizational strategies to structure writing, add specific details to further elaboration)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>1.1 Count/Write Numbers - The student will:               <ul style="list-style-type: none"> <li>a) count forward orally by ones to 110, starting at any number between 0 and 110</li> </ul> </li> <li>1.2 Group/Compare/Order a Collection of Objects - The student, given up to 110 objects, will:               <ul style="list-style-type: none"> <li>a) group a collection into tens and ones and write the corresponding numeral</li> </ul> </li> <li>1.6 Create/Solve Addition/Subtraction Problems - The student will:               <ul style="list-style-type: none"> <li>a) create and solve single-step story and picture problems using addition and subtraction within 20</li> </ul> </li> <li>1.7 Fluency with Addition/Subtraction - The student will:               <ul style="list-style-type: none"> <li>a) recognize and describe with fluency part-whole relationships for numbers up to 10</li> <li>b) demonstrate fluency with addition and subtraction within 10</li> </ul> </li> </ul>

**Essential Standards: Week April 13-17 (*Standards Reviewed in Packet 2*)**

<b>Reading</b>	<ul style="list-style-type: none"> <li>1.5 The student will apply phonetic principles to read and spell.               <ul style="list-style-type: none"> <li>f) Use word patterns to decode unfamiliar words</li> <li>h) Read and spell commonly used sight words</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Engage in writing as a process (identify topic, use organizational strategies to structure writing, add specific details to further elaboration)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>1.1 Count/Write Numbers - The student will:               <ul style="list-style-type: none"> <li>a) count forward orally by ones to 110, starting at any number between 0 and 110</li> </ul> </li> <li>1.2 Group/Compare/Order a Collection of Objects - The student, given up to 110 objects, will:               <ul style="list-style-type: none"> <li>a) group a collection into tens and ones and write the corresponding numeral</li> </ul> </li> <li>1.6 Create/Solve Addition/Subtraction Problems - The student will:               <ul style="list-style-type: none"> <li>a) create and solve single-step story and picture problems using addition and subtraction within 20</li> </ul> </li> <li>1.7 Fluency with Addition/Subtraction - The student will:               <ul style="list-style-type: none"> <li>a) recognize and describe with fluency part-whole relationships for numbers up to 10</li> <li>b) demonstrate fluency with addition and subtraction within 10</li> </ul> </li> <li>1.15 Equality - The student will:               <ul style="list-style-type: none"> <li>a) demonstrate an understanding of equality through the use of the equal symbol</li> </ul> </li> </ul>

Essential Standards: Week April 20-24 (*Standards Aligned to Packet 3*)

Reading	<ul style="list-style-type: none"><li>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.<ul style="list-style-type: none"><li>f) Blend and segment multisyllabic words at the syllable level</li></ul></li><li>1.9 The student will read and demonstrate comprehension of poetry.<ul style="list-style-type: none"><li>a) Preview the section</li><li>b) Set a purpose for reading</li><li>c) Relate previous experience to what is read</li><li>h) Identify theme</li></ul></li></ul>
Writing	<ul style="list-style-type: none"><li>1.12 The student will write poetry.<ul style="list-style-type: none"><li>a) Identify audience and purpose</li><li>b) Use prewriting activities to generate ideas</li><li>c) Focus on one topic</li><li>e) Revise by adding descriptive words when writing about people, place, things, and events</li></ul></li></ul>
Mathematics	<ul style="list-style-type: none"><li>1.15 Equality - The student will:<ul style="list-style-type: none"><li>a) demonstrate an understanding of equality through the use of the equal symbol</li></ul></li></ul>
Science	<ul style="list-style-type: none"><li>1.1 The student will:<ul style="list-style-type: none"><li>f) *use familiar events and objects to draw conclusions (<b>*embedded</b>)</li></ul></li><li>1.5 The student will:<ul style="list-style-type: none"><li>a) describe the life needs of animals, including air, food, water, shelter, and space</li></ul></li></ul>
Social Studies	<ul style="list-style-type: none"><li>Essential Skill: 1.1d Demonstrate critical thinking - asking appropriate questions to solve a problem</li><li>Essential Standard: 1.9 Recognize that people save money for the future to purchase goods and services.</li></ul>

Essential Standards: Week April 27 – May 1 (*Standards Aligned to Packet 4*)

Reading	<ul style="list-style-type: none"><li>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. f) Blend and segment multisyllabic words at the syllable level.</li><li>1.9 The student will read and demonstrate comprehension of poetry.<ul style="list-style-type: none"><li>a) Preview the selection</li><li>b) Set a purpose for reading</li><li>c) Relate previous experiences to what is read</li><li>h) Identify theme</li></ul></li></ul>
Writing	<ul style="list-style-type: none"><li>1.12 The student will write poetry.<ul style="list-style-type: none"><li>a) Identify audience and purpose</li><li>b) Use prewriting activities to generate ideas</li><li>c) Focus on one topic</li><li>e) Revise by adding descriptive words when writing about people, place, things, and events</li></ul></li></ul>
Mathematics	<ul style="list-style-type: none"><li>1.6 Create/Solve Addition/Subtraction Problems - The student will:<ul style="list-style-type: none"><li>a) create and solve single-step story and picture problems using addition and subtraction within 20</li></ul></li></ul>
Science	<ul style="list-style-type: none"><li>1.1 The student will:<ul style="list-style-type: none"><li>c) *classify and arrange objects or events according to at least two attributes or properties so that similarities and differences become apparent (<b>*embedded</b>)</li></ul></li><li>1.5 The student will:<ul style="list-style-type: none"><li>c) identify and chart simple characteristics by which animals can be classified, including body coverings (hair, fur, feathers, scales, and shells), body shape, appendages (arms, legs, wings, fins, and tails), methods of movement (walking, crawling, flying, and swimming), wild or domestic, and water homes or land homes</li></ul></li></ul>
Social Studies	<ul style="list-style-type: none"><li>Essential Skill: 1.1e Compare and contrast - comparing and contrasting people, places, or events in Virginia history</li><li>Essential Standard: 1.6 Develop a geographic understanding that the location of Virginia determines its climate and results in four distinct seasons; the landforms of Virginia affect the places people live.</li></ul>

Essential Standards: Week May 4-8 (*Standards Aligned to Packet 5*)

Reading	<ul style="list-style-type: none"> <li>• 1.5 The student will apply phonetic principles to read and spell.               <ul style="list-style-type: none"> <li>b) Use two-letter consonant blends to decode and spell one-syllable words</li> <li>c) Use consonant digraphs to decode and spell one-syllable words</li> </ul> </li> <li>• 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.               <ul style="list-style-type: none"> <li>a) Preview the selection</li> <li>b) Set a purpose for reading</li> <li>c) Relate previous experiences to what is read</li> <li>d) Make and confirm predictions</li> <li>e) Ask and answer who, what, when, where, why, and how questions about what is read</li> <li>f) Identify characters, setting, and important events.</li> <li>g) Retell stories and events, using beginning, middle, and end in a sequential order</li> <li>h) Identify theme</li> <li>i) Read and reread familiar stories and poem</li> </ul> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>• 1.12 The student will write narrative books.               <ul style="list-style-type: none"> <li>a) Identify audience and purpose</li> <li>b) Use prewriting activities to generate ideas</li> <li>c) Focus on one topic</li> <li>d) Organize writing to suit purpose</li> <li>e) Revise by adding descriptive words when writing about people, place, things, and events</li> <li>g) Use letters to phonetically spell words</li> <li>h) Share writing with others</li> </ul> </li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• 1.7 Fluency with Addition/Subtraction - The student will:               <ul style="list-style-type: none"> <li>a) recognize and describe with fluency part-whole relationships for numbers up to 10</li> <li>b) demonstrate fluency with addition and subtraction within 10</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>• 1.1 The student will:               <ul style="list-style-type: none"> <li>f) *use familiar events and objects to draw conclusions (<b>*embedded</b>)</li> </ul> </li> <li>• 1.4 The student will:               <ul style="list-style-type: none"> <li>a) describe the basic life needs of plants</li> </ul> </li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Essential Skill: 1.1f Determine cause and effect - recognizing direct cause-and-effect relationships</li> <li>• Essential Standard 1.10 Apply the traits of a good citizen by working hard in school.</li> </ul>

Essential Standards: Week May 11-15 (*Standards Aligned to Packet 6*)

Reading	<ul style="list-style-type: none"><li>• 1.5 The student will apply phonetic principles to read and spell.<ul style="list-style-type: none"><li>b) Use two-letter consonant blends to decode and spell one-syllable words</li><li>c) Use consonant digraphs to decode and spell one-syllable words</li></ul></li><li>• 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.<ul style="list-style-type: none"><li>a) Preview the selection</li><li>b) Set a purpose for reading</li><li>c) Relate previous experiences to what is read</li><li>d) Make and confirm predictions</li><li>e) Ask and answer who, what, when, where, why, and how questions about what is read</li><li>f) Identify characters, setting, and important events</li><li>g) Retell stories and events, using beginning, middle, and end in a sequential order</li><li>h) Identify theme</li><li>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</li></ul></li></ul>
Writing	<ul style="list-style-type: none"><li>• 1.12 The student will write narrative books.<ul style="list-style-type: none"><li>a) Identify audience and purpose</li><li>b) Use prewriting activities to generate ideas</li><li>c) Focus on one topic</li><li>d) Organize writing to suit purpose</li><li>e) Revise by adding descriptive words when writing about people, place, things, and events</li><li>g) Use letters to phonetically spell words</li><li>h) Share writing with others</li></ul></li></ul>
Mathematics	<ul style="list-style-type: none"><li>• 1.8 Determine the Value of a Collection of Like Coins - The student will:<ul style="list-style-type: none"><li>a) determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less</li></ul></li></ul>
Science	<ul style="list-style-type: none"><li>• 1.1 The student will:<ul style="list-style-type: none"><li>i) *communicate observations and data with simple graphs and pictures, oral and written statements, and with numbers (<b>*embedded</b>)</li></ul></li><li>• 1.4 The student will:<ul style="list-style-type: none"><li>b) create and interpret a model/drawing of a plant, including seeds, roots, stems, leaves, flowers, and fruits</li></ul></li></ul>
Social Studies	<ul style="list-style-type: none"><li>• Essential Skill: K.1i Exercise civic responsibility - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities</li><li>• Essential Standard: 1.10 Understand that the people of Virginia make contributions to their communities</li></ul>

Essential Standards: Week May 18-22 (*Standards Aligned to Packet 7*)

Reading	<ul style="list-style-type: none"> <li>1.5 The student will apply phonetic principles to read and spell.             <ul style="list-style-type: none"> <li>d) Use short vowel sounds to decode and spell one-syllable words</li> <li>e) Blend initial, medial, and final sounds to recognize and read words</li> </ul> </li> <li>1.9 The student will read and demonstrate comprehension of a variety of fictional texts             <ul style="list-style-type: none"> <li>a) Preview the selection</li> <li>b) Set a purpose for reading</li> <li>c) Relate previous experiences to what is read.</li> <li>d) Make and confirm predictions</li> <li>e) Ask and answer who, what, when, where, why, and how questions about what is read</li> <li>f) Identify characters, setting, and important events</li> <li>g) Retell stories and events, using beginning, middle, and end in a sequential order</li> <li>h) Identify theme</li> <li>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</li> </ul> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>1.12 The student will write narrative books.             <ul style="list-style-type: none"> <li>a) Identify audience and purpose</li> <li>b) Use prewriting activities to generate ideas</li> <li>c) Focus on one topic</li> <li>d) Organize writing to suit purpose</li> <li>e) Revise by adding descriptive words when writing about people, place, things, and events</li> <li>g) Use letters to phonetically spell words</li> <li>h) Share writing with others</li> </ul> </li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>1.8 Determine the Value of a Collection of Like Coins - The student will:             <ul style="list-style-type: none"> <li>a) determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>1.1 The student will:             <ul style="list-style-type: none"> <li>c) *classify and arrange objects or events according to at least two attributes or properties so that similarities and differences become apparent (<b>*embedded</b>)</li> </ul> </li> <li>1.4 The student will:             <ul style="list-style-type: none"> <li>c) classify plants by the characteristics of edible/nonedible, flowering/nonflowering, and evergreen/deciduous, using charts</li> </ul> </li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Essential Skill: 1.1j Demonstrate comprehension - developing fluency in content vocabulary and comprehension of oral, written, and visual sources</li> <li>Essential Standard: 1.3 Describe the stories of influential people on the history of Virginia and their contributions to our Commonwealth, with emphasis on <b>Maggie L. Walker</b> and Arthur R. Ashe, Jr.</li> </ul>

Essential Standards: Week May 26-29 (*Standards Aligned to Packet 8*)

Reading	<ul style="list-style-type: none"> <li>• 1.5 The student will apply phonetic principles to read and spell.               <ul style="list-style-type: none"> <li>d) Use short vowel sounds to decode and spell one-syllable words</li> <li>e) Blend initial, medial, and final sounds to recognize and read words</li> </ul> </li> <li>• 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.               <ul style="list-style-type: none"> <li>a) Preview the selection</li> <li>b) Use prior and background knowledge as context for new learning</li> <li>c) Set a purpose for reading</li> <li>d) Identify text features such as pictures, headings, charts, and captions</li> <li>e) Make and confirm predictions</li> <li>f) Ask and answer who, what, where, when, why, and how questions about what is read</li> <li>g) Identify the main idea</li> <li>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression</li> </ul> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>• 1.12 The student will write nonfiction.               <ul style="list-style-type: none"> <li>a) Identify audience and purpose</li> <li>b) Use prewriting activities to generate ideas</li> <li>c) Focus on one topic</li> <li>d) Organize writing to suit purpose</li> <li>e) Revise by adding descriptive words when writing about people, place, things, and events</li> <li>g) Use letters to phonetically spell words</li> <li>h) Share writing with others</li> </ul> </li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• 1.10 Measure/Compare Using Nonstandard Units - The student will:               <ul style="list-style-type: none"> <li>a) use nonstandard units to measure and compare length, weight, and volume</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>• 1.1 The student will:               <ul style="list-style-type: none"> <li>f) *use familiar events and objects to make inferences and draw conclusions (<b>*embedded</b>)</li> </ul> </li> <li>• 1.6 The student will:               <ul style="list-style-type: none"> <li>a) infer that sunlight striking an object makes the object warmer</li> </ul> </li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Essential Skill: 1.1g Make connections - making connections between past and present</li> <li>• Essential Standard: 1.3 Describe the stories of influential people on the history of Virginia and their contributions to our Commonwealth, with emphasis on Maggie L. Walker and <b>Arthur R. Ashe, Jr.</b></li> </ul>

Essential Standards: Week June 1-5 (*Standards Aligned to Packet 9*)

Reading	<ul style="list-style-type: none"><li>• 1.7 The student will expand vocabulary and use of word meanings.<ul style="list-style-type: none"><li>f) Use singular and plural nouns</li></ul></li><li>• 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.<ul style="list-style-type: none"><li>a) Preview the selection</li><li>b) Use prior and background knowledge as context for new learning</li><li>c) Set a purpose for reading</li><li>d) Identify text features such as pictures, headings, charts, and captions</li><li>e) Make and confirm predictions</li><li>f) Ask and answer who, what, where, when, why, and how questions about what is read</li><li>g) Identify the main idea</li><li>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression</li></ul></li></ul>
Writing	<ul style="list-style-type: none"><li>• 1.12 The student will write nonfiction.<ul style="list-style-type: none"><li>a) Identify audience and purpose</li><li>b) Use prewriting activities to generate ideas</li><li>c) Focus on one topic</li><li>d) Organize writing to suit purpose</li><li>e) Revise by adding descriptive words when writing about people, place, things, and events</li><li>g) Use letters to phonetically spell words</li><li>h) Share writing with others</li></ul></li></ul>
Mathematics	<ul style="list-style-type: none"><li>• 1.9 Tell Time and Read/Interpret a Calendar - The student will investigate the passage of time and:<ul style="list-style-type: none"><li>a) tell time to the hour and half-hour, using analog and digital clocks</li><li>b) read and interpret a calendar</li></ul></li></ul>
Science	<ul style="list-style-type: none"><li>• 1.1 The student will:<ul style="list-style-type: none"><li>f) *use familiar events and objects to draw conclusions (<b>*embedded</b>)</li></ul></li><li>• 1.8 The student will:<ul style="list-style-type: none"><li>a) identify natural resources such as plants and animals, water, air, land, minerals, forests, and soil</li></ul></li></ul>
Social Studies	<ul style="list-style-type: none"><li>• Essential Skill: 1.1h Make economic decisions - using a decision-making model to make informed decisions</li><li>• Essential Standard: 1.8 Explain that people make choices because they cannot have everything.</li></ul>



Essential Standards: Week June 8-12 (*Standards Aligned to Packet 10*)

Reading	<ul style="list-style-type: none"><li>1.7 The student will expand vocabulary and use of word meanings.<ul style="list-style-type: none"><li>f) Use singular and plural nouns</li></ul></li><li>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.<ul style="list-style-type: none"><li>a) Preview the selection</li><li>b) Use prior and background knowledge as context for new learning</li><li>c) Set a purpose for reading</li><li>d) Identify text features such as pictures, headings, charts, and captions</li><li>e) Make and confirm predictions</li><li>f) Ask and answer who, what, where, when, why, and how questions about what is read</li><li>g) Identify the main idea</li><li>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression</li></ul></li></ul>
Writing	<ul style="list-style-type: none"><li>1.12 The student will write nonfiction.<ul style="list-style-type: none"><li>a) Identify audience and purpose</li><li>b) Use prewriting activities to generate ideas</li><li>c) Focus on one topic</li><li>d) Organize writing to suit purpose</li><li>e) Revise by adding descriptive words when writing about people, place, things, and events</li><li>g) Use letters to phonetically spell words</li><li>h) Share writing with others</li></ul></li></ul>
Mathematics	<ul style="list-style-type: none"><li>1.7 Fluency with Addition/Subtraction - The student will:<ul style="list-style-type: none"><li>a) recognize and describe with fluency part-whole relationships for numbers up to 10</li><li>b) demonstrate fluency with addition and subtraction within 10</li></ul></li><li>1.2 Group/Compare/Order a Collection of Objects - The student, given up to 110 objects, will:<ul style="list-style-type: none"><li>a) group a collection into tens and ones and write the corresponding numeral</li><li>b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to</li><li>c) order three or fewer sets from least to greatest and greatest to least</li></ul></li></ul>
Science	<ul style="list-style-type: none"><li>1.1 The student will:<ul style="list-style-type: none"><li>f) *use familiar events and objects to make inferences and draw conclusions (<b>*embedded</b>)</li></ul></li><li>1.8 The student will:<ul style="list-style-type: none"><li>b) describe ways students and schools can help improve water and air quality in our communities</li></ul></li></ul>
Social Studies	<ul style="list-style-type: none"><li>Essential Skill: 1.1c -Organizing information - using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history -Apply geographic skills - using basic map skills to support an understanding of Virginia history</li><li>Essential Standard: 1.5 Develop map skills by recognizing basic map symbols, including references to land, water, cities, and roads; using cardinal directions on maps; constructing simple maps.</li></ul>